

**2012-2013 Kentucky Core Academic Standards**  
**Suggested Standards Map for English/Language Arts**

**Grade Two** ★ = NEW Standard Introduced √ = Continue (as needed) M = Mastery for Grade Level

STANDARD	Weeks 1-6	Weeks 7-12	Weeks 13- 18	Weeks 19-24	Weeks 25-30	Weeks 31-36
<b>Standards for Reading Foundational Skills</b>						
<b>Phonics and Word Recognition</b>						
RF.2.3: Know and apply grade-level phonics and word analysis skills in decoding words.						
a. Distinguish long and short vowels when reading regularly spelled one syllable words.	★	√	√	√	√	M
b. Know spelling-sound correspondences for additional common vowel teams.	★	√	√	√	√	M
c. Decode regularly spelled two syllable words with long vowels.	★	√	√	√	√	M
d. Decode words with common prefixes and suffixes.	★	√	√	√	√	M
e. Identify words with inconsistent but common spelling-sound correspondences.	★	√	√	√	√	M
f. Recognize and read grade appropriate irregularly spelled words.	★	√	√	√	√	M
<b>Fluency</b>						
RF.2.4: Read with sufficient accuracy and fluency to support comprehension.						
a. Read on-level text with purpose and understanding.	★	√	√	√	√	M
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	★	√	√	√	√	M
c. Use context to confirm or self correct word recognition and understanding, rereading as necessary.	★	√	√	√	√	M
<b>Reading – Literature Standards</b>						
<b>Key Ideas and Details</b>						
RL.2.1: Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	★	√	√	√	√	M
RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	★	√	√	√	√	M
RL.2.3: Describe how characters in a story respond to major events and challenges.	★	√	√	√	√	M
<b>Craft and Structure</b>						
RL.2.4: Describe how words and phrases (e.g., <i>regular beats</i> , <i>alliteration</i> , <i>rhymes</i> , <i>repeated lines</i> ) supply rhythm and meaning in a story, poem, or song.	★	√	√	√	√	M
RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	---	★	√	√	√	M
RL.2.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	---	---	★	√	√	M
<b>Integration of Knowledge and Ideas</b>						
RL.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	---	---	---	★	√	M
RL.2.8: (Not applicable to literature)	n/a	n/a	n/a	n/a	n/a	n/a
RL.2.9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	---	---	★	√	√	M
<b>Range of Reading and Level of Text Complexity</b>						
RL.2.10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	★	√	√	√	√	M
<b>Writing Standards</b> *Also see the <i>Suggested Writing Portfolio Content Grade by Grade</i> document						
<b>Text Types and Purposes</b>						
W.2.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i> ) to connect opinion and reasons, and provide a concluding statement or section.	---	---	---	★ opinion	√ opinion	√M
W.2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	---	---	★ informative/ explanatory	√	√	√M Informative/ explanatory
W.2.3: Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	★ narrative	√ narrative	√	√	√	√M

**2012-2013 Kentucky Core Academic Standards  
Suggested Standards Map for English/Language Arts**

**Grade Two** ★ = NEW Standard Introduced √ = Continue (as needed) M = Mastery for Grade Level

STANDARD	Weeks 1-6	Weeks 7-12	Weeks 13- 18	Weeks 19-24	Weeks 25-30	Weeks 31-36
<b>Production and Distribution of Writing</b>						
W.2.4: (Begins in grade 3)	n/a	n/a	n/a	n/a	n/a	n/a
W.2.5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	★	√	√	√	√	M
W.2.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	★	√	√	√	√	M
<b>Research to Build and Present Knowledge</b>						
W.2.7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	★	√	√	√	√	M
W.2.8: Recall information from experiences or gather information from provided sources to answer a question.	★	√	√	√	√	M
W.2.9: (Begins in grade 4)	n/a	n/a	n/a	n/a	n/a	n/a
<b>Range of Writing</b>						
W.2.10: (Begins in grade 3)	n/a	n/a	n/a	n/a	n/a	n/a
<b>Reading – Informational Standards</b>						
<b>Key Ideas and Details</b>						
RI.2.1: Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	★	√	√	√	√	M
RI.2.2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	★	√	√	√	√	M
RI.2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	---	★	√	√	√	M
<b>Craft and Structure</b>						
RI.2.4: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	★	√	√	√	√	M
RI.2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	★	√	√	√	√	M
RI.2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	---	---	★	√	√	M
<b>Integration of Knowledge and Ideas</b>						
RI.2.7: Explain how specific images (e.g., <i>a diagram showing how a machine works</i> ) contribute to and clarify a text.	---	★	√	√	√	M
RI.2.8: Describe how reasons support specific points the author makes in a text.	---	---	---	★	√	M
RI.2.9: Compare and contrast the most important points presented by two texts on the same topic.	---	---	---	★	√	M
<b>Range of Reading and Level of Text Complexity</b>						
RI.2.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	★	√	√	√	√	M
<b>Language Standards</b>						
<b>Conventions of Standard English</b>						
L.2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.						
a. Use collective nouns (e.g., <i>group</i> ).	★	√	√	√	√	M
b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet</i> , <i>children</i> , <i>teeth</i> , <i>mice</i> , <i>fish</i> ).	★	√	√	√	√	M
c. Use reflexive pronouns (e.g., <i>myself</i> , <i>ourselves</i> ).	★	√	√	√	√	M
d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat</i> , <i>hid</i> , <i>told</i> ).	★	√	√	√	√	M
e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	★	√	√	√	√	M
f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie</i> ; <i>The little boy watched the movie</i> ; <i>The action movie was watched by the little boy</i> ).	★	√	√	√	√	M

**2012-2013 Kentucky Core Academic Standards**  
**Suggested Standards Map for English/Language Arts**

**Grade Two** ★ = NEW Standard Introduced √ = Continue (as needed) M = Mastery for Grade Level

STANDARD	Weeks 1-6	Weeks 7-12	Weeks 13- 18	Weeks 19-24	Weeks 25-30	Weeks 31-36
<b>L.2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>						
a. Capitalize holidays, product names, and geographic names.	---	★	√	√	√	M
b. Use commas in greetings and closings of letters.	---	★	√	√	√	M
c. Use an apostrophe to form contractions and frequently occurring possessives.	---	★	√	√	√	M
d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i> ).	---	★	√	√	√	M
e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	---	---	★	√	√	M
<b>Knowledge of Language</b>						
<b>L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>						
a. Compare formal and informal uses of English.	---	---	---	---	★	M
<b>Vocabulary Acquisition and Use</b>						
<b>L.2.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i>, choosing flexibly from an array of strategies.</b>						
a. Use sentence-level context as a clue to the meaning of a word or phrase.	★	√	√	√	√	M
b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i> , <i>tell/retell</i> ).	---	★	√	√	√	M
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i> , <i>additional</i> ).	---	★	√	√	√	M
d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i> ).	★	√	√	√	√	M
e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	---	---	★	√	√	M
<b>L.2.5: Demonstrate understanding of word relationships and nuances in word meanings.</b>						
a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i> ).	★	√	√	√	√	M
b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurt</i> ) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i> ).	---	---	★	√	√	M
<b>L.2.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</b>						
---	---	★	√	√	√	M
<b>Speaking and Listening Standards</b>						
<b>Comprehension and Collaboration</b>						
<b>SL.2.1: Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</b>						
a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	★	√	√	√	√	M
b. Build on others' talk in conversations by linking their comments to the remarks of others.	★	√	√	√	√	M
c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	★	√	√	√	√	M
SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	★	√	√	√	√	M
SL.2.3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	★	√	√	√	√	M
<b>Presentation of Knowledge and Ideas</b>						
SL.2.4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	---	★	√	√	√	M
SL.2.5: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	---	---	★	√	√	M
SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language Standards 1 and 3 for specific expectations.)	★	√	√	√	√	M